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CONCEPTUAL MODEL OF PERSONAL DEVELOPMENT AND PROFESSIONAL COMPETENCE OF FUTURE FOREIGN LANGUAGE TEACHERS

Abstract

This study is devoted to the issues of training future foreign language teachers in the context of globalization, cultural dialogue and the increasing need for intercultural communication. In modern education, a foreign language teacher is considered not only as a mediator of cultures, but also as a bearer of values, contributing to the integration of students into the global community. This requires a transition from a narrowly focused model of training to the formation of personal qualities and professional competencies that ensure active participation in the dialogue of cultures. This article highlights the contradictions between society's requirements for teacher competence and existing educational practices, as well as between the need for a high level of communicative training and the lack of linguistic readiness of graduates. A conceptual model is proposed aimed at improving the personal and professional development of future specialists.

Keywords: foreign language teacher, globalization, professional competence, intercultural communication, teacher training

Introduction

In the modern world, language education has great potential, which is associated not only with the study of a foreign language, but also with an interest in the development of the personality.

Its indicators are diverse: functional knowledge of foreign languages, the ability to demonstrate one's national and regional culture, to maintain one's professional skills to ensure interests at the international level, to demonstrate social and professional mobility.

Openness of education leads to diversification of the educational environment of the regions, because it is here that conditions are created for adequate and equal communication in the conditions of diversity of languages, cultures and professions. At the same time, a competency-based approach prevails in the field of education, which determines the constituent qualities of the professional competence of graduates. Since the departments of linguistics of higher education institutions have set themselves the task of preparing teachers who have the ability to identify and use the opportunities of the regional and cultural educational environment, the structure of their professional and pedagogical competence is becoming more complete. It is necessary to develop the regional aspect of future teachers of foreign languages. The importance of forming personal and professional competence of future teachers of foreign languages in higher professional educational institutions is determined by the globalization of dialogue and cooperation of cultures, the expansion of international relations, as well as attention to global development trends, which increase the need for mastering a foreign language as a means of international exchange. In the modern conditions of strengthening the communicative and cultural-forming function of education, a foreign language teacher acts not only as a mediator of cultures, but also as an active relay of their valuable achievements, contributing to the integration of the student's personality into the world community, changing the characteristics of the image of his social world. A review of the requirements for a foreign language teacher as an organizer of international communication shows the priority need for the development of the personality of a future teacher in higher education institutions, focused on their diversity and intrinsic value, in order to become a full-fledged participant in the dialogue of cultures.

Mirza and Accerman in their article determined changes in educational paradigms have led to the emergence of humanistic, person-oriented, technological approaches to teacher training in the system of higher pedagogical education. The introduction of the Standard of Higher Pedagogical Education into the educational space of Kazakhstan determines the change in the concept of training specialists in higher educational institutions.

Priority is given to the formation of professional competence necessary for the fastest introduction into future innovative pedagogical activities.

The completed research allows you to meet the needs of the theory and practice of the university in the training of a professionally competent specialist both in his subject and in the field of teaching, upbringing and development of children.

The analysis of the genesis of the requirements for the personality of the teacher in the history of foreign and domestic pedagogical thought was reflected in determining the role of the teacher in the development of society, setting professional requirements for him, developing the theory of pedagogical skills, determining the scientific and pedagogical foundations of teacher training, and introducing the concept of "modern scientific competence". Before building a theoretical model of the concept under study, a comparative critical analysis of the research methods of modern domestic and foreign pedagogical universities was carried out to determine the content and structure of professional competence. This concept was the result of our own attempts to understand it as an integral property of the teacher's personality, a set of competencies in the field of psychological, pedagogical and subject knowledge and readiness for professional activity, its results and quality. We identified the functions of professional competence in the structure of the personality of the student - future teacher: motivational-stimulating, gnostic, practical-operational (technological), emotional-volitional, reflective and communicative. Foreign language - communication, interaction of subjects of communication, introduction of a person into a foreign language culture, formation of language competence, development of thinking processes, memory, etc. pedagogical contextual conditioning of the language as a means of professional and interpersonal communication.

Based on the criteria developed in the study of the essence, structure and functions of the personality trait under study, the task is set to determine the level of its formation in future teachers. For us, the criteria for the level of formation of the professional competence of a future teacher in the study are:

- communicative (emphasis on a foreign language as a means of professional and personal communication, knowledge of foreign languages and communicative models (strategies) of human activity, ability to communicate in a foreign language);
- didactic (knowledge of the methodology of sciences, psychological and pedagogical foundations of upbringing, development, teaching children, technology of teaching, teaching a foreign language, technological design of the educational process at school, ability to creatively solve linguistic and pedagogical problems);
- reflective (awareness and assessment of one's own level of development as a person and a professional, developed by the author's pedagogical microtechnology of teaching children a foreign language)[1].

By scientific and pedagogical analysis of Kopzhasarova and Kubeeva, the university's educational process should have the following components for the formation of professional training of foreign language teachers:

- determination of the direction of its improvement in modern conditions (modular organization of the educational process in the logic of the competency paradigm, ensuring maximum professionalism in accordance with the requirements of the labor market and multicultural, intercultural and intercultural education);

- disclosure of the theoretical and methodological foundations of the formation of personal and professional integrative competence of future foreign language teachers.

characteristics of the graduate's personality;

- development of the concept of the process of professional education of foreign language teachers at the university, including: the theory of contextual education;

- methodological approaches (person-oriented, competence); principles (personal-professional orientation; development support; integration;

reflexivity; multiculturalism);

- consideration of the features of contextual-modular education as a phased and dynamic process that implements certain periods of personal and individual relationships.

Improving the professional level of future teachers in the context of integrating the university educational environment with the surrounding environment professional activities of a foreign language teacher.

In the process of learning a foreign language at a university, teachers determine the level of development of personal and professional competence of future foreign language teachers (personal and adaptive, personal and reproductive, personal and productive). Personal and professional competence of a future foreign language teacher includes a set of professional competencies and qualities that, as a personal integrative characteristic of a graduate, allow him to successfully solve the problems of teaching a foreign language, actively and creatively transform the experience of speaking a foreign language, develop personally and improve language activity, and form a specialist as a subject of future professional activity [2]. Savignon, S.J. states in his study that, the contradiction between the modern requirements of society for the personality and level of training of a foreign language teacher and the current narrow-profile subject-educational model of training specialists that does not reflect the requirements of the current socio-cultural situation is being renewed. It is noted that one of the main directions of modernization of foreign language education is the implementation of a competency-based approach that defines the formation of professional competence of a university graduate as an integral characteristic of the learning outcome. The leading role of communicative competence of a foreign language in the process of language training of specialists has been proven, and the formation of the personality of a future teacher, capable of intercultural communication in a foreign language, able to appreciate the diversity and intrinsic value of different cultures, able to act as a full-fledged participant in their dialogue, and allowing him to change his linguistic status. adequate to the communicative nature of the language. It is analytically proven that in modern social conditions, the qualitative implementation of professional activity can be carried out by the personality of a competent specialist, where the personal and professional "I" act as a whole internal neoplasm. The interdependent integrity of the formation of these two substructures ensures the integration of personality-oriented and competence-based approaches to the content of training future foreign language teachers. Based on the analysis of theoretical research, it was determined that the psychological and pedagogical theory of contextual learning has integrative capabilities in the field of humanistic (person-oriented) and pragmatic (competence-based) approaches, acts as a means of qualitative training of future foreign language teachers, including the description of competence aimed not only at developing competence in the field of new educational outcomes, but also at developing the subject. personality as a subject of future professional activity. The author bases the personal and professional competence of a future foreign language teacher on the position of determining his adaptation to modern socio-cultural conditions and social and professional security. It is shown that personal and professional competence, considered as an integrative characteristic of teaching, is a set of professional competencies and qualities that allow successfully solving the problems of teaching a foreign language, ensuring the formation of a specialist as a subject of future professional activity, is a factor in increasing the adaptation of a future teacher to the requirements of the modern educational paradigm. The structural components of personal and professional competence and the corresponding competencies are determined and substantiated: cognitive-activity (communication, methodological competence), motivational-value (motivational-value competence), instrumental-regulatory (creative, technological-informational, analytical-reflective, socio-personal, as well as significant qualification competencies), invariant characteristics of the formation of the personality of a future foreign language teacher. The division of the formation of personal and professional competence as a specific integral goal of foreign language teacher training is conditioned by the requirements of the educational paradigm, which places increased demands on the preparation of the personality of the future foreign language teacher as a subject of intercultural dialogue, ensuring the integration of the student's personality into the global socio-cultural space. Its achievement is possible due to the development of a conceptual model that includes: the concept of the educational

process, the systemic constituent element of which is the theory of contextual learning; a modular educational program, including a system of modular elements, the content of which was created based on the needs of educational institutions, the needs of students and the problems of young specialists in their professional activities; a set of organizational and pedagogical conditions (motivational and value, content-constructive, organizational and methodological); a criterion-assessment component that determines the criteria and indicators of the level of formation of the personal and professional competence of the future foreign language teacher[3].

The findings of the study showed that the level of professional education and related preferences of pre-service teachers (PTs) of foreign language (EFL) varied. In contrast to Pennington and Urmston's (1998) study, there were some shifts and decreases in the frequency of thematic representations across classes, suggesting that PTs gradually develop their professional knowledge. Pennington and Urmston (1998) compared first-year and senior students' conceptions of an effective EFL teacher and found that senior students were more likely to emphasize the importance of implementing a variety of activities in language lessons so that students are exposed to contexts where the target language is predominantly used. One of the most frequently mentioned themes was communication skills as part of the learning process. Similarly, Ceylan and Turhan (2010) argued that PTs in different classes attach importance to communication skills. In addition to communication skills, a factor associated with PTs' effectiveness was student engagement and the delivery of a variety of activities (Sandholtz, 2011). It is evident that young people were most competent in demonstrating the role of implementing different English language teaching methods. This finding may be due to the fact that young people enrolled in a community service course, one of the field-experience courses that EFL PTs had.

They had the opportunity to participate in and gain experience in real classroom settings where they could meet real students, prepare lesson plans, and keep a reflective journal of their teaching experiences.

The results show development as an increase in thematic representations and a decrease in PTs' conceptualizations. Thus, given the prominent role of SLTs, it is not a very important factor

in the requirements of the entire teacher education program, but the use of each class in the teacher education program should be carefully monitored and organized in a consistent manner. Thus, it is reasonable to say that use in the current teacher education program may not gradually lead to professional learning; However, consistency in the use of course content among teachers teaching educational programs leads to the tentative observation of continuous professional learning by EFL PTs. Furthermore, involving teachers in the study could provide compelling and confirmatory suggestions for the findings of the current study[4].

A modern teacher faces many tasks, the priorities of which are: to create conditions in which each student can apply the knowledge he has gained in practice; to choose such teaching methods that will allow each student to show his activity and develop his creativity, as well as to activate cognitive activity in the process of learning foreign languages.

The main qualities that every modern foreign language teacher should have can be conditionally divided into four groups: social qualities of a person, pedagogical competence, knowledge of discipline and personal qualities of a teacher.

Regardless of the teacher's profile, interaction with students and students, and thus effective management of the pedagogical process, always remains important for him. Such skills include the ability to interest students; to devote time to students when they need help; to be enthusiastic about learning; to create a healthy atmosphere in the classroom, to treat students well. Many scientists argue that one of the most important characteristics of a modern teacher is the ability to build the right relationship with students, thanks to which the learning process becomes more effective. It is also worth noting that today, teachers must be aware of the emotions that the learning process evokes in students and, if necessary, prevent them. It is natural for students to have negative emotions such as anxiety, fear, and uncertainty, so the teacher must create an atmosphere in the classroom where each student feels free, confident, and has the opportunity to focus on both the cognitive and emotional levels[5].

By You Lv Foreign language education in higher education institutions are included in professional education. The educational goal of foreign language education is to train foreign language teachers with teaching and research skills. The purpose of foreign language teaching practice is to introduce students to the practice of teaching a foreign language, consolidate and expand the knowledge and skills acquired at school, improve language practical skills in listening, speaking, reading, writing and translation, develop their ability to independently engage in learning and scientific research, so that students can be more adaptable after graduation and adapt to the needs of foreign language teaching and development of society. Foreign language teaching practice has the characteristics of regular education and foreign language classes, its position is reflected in the following:

- Foreign language teaching practice is a course of improving professional skills in which foreign language students connect educational theory with practice;
- Foreign language teaching practice is a course of testing academic achievements of foreign language students;
- Foreign language teaching practice is a political course that consolidates the professional ideas of foreign language students;
- Foreign language teaching practice is a unified course of activity with multi-stakeholder participation and joint implementation;
- Foreign language teaching practice is an identification course for students learning a foreign language qualification for teacher [6].

By Djanabaeva's opinion, the personal aspect of methodological competence is determined by the teacher's emotional intelligence, the ability to understand and manage their own emotions, as well as the ability to empathize and communicate with students. The formation of professional competence of students of the Faculty of Foreign Languages was effective as a result of the comprehensive organization of the educational process with attention to all subjects. This was achieved through setting goals that are diagnosed and tested at each stage, an individual approach to the content of the lesson, the use of a system of didactic tools such as technological maps and modules to create conditions for the manifestation of the personal qualities of each participant in interaction in education. The components of our model are closely interconnected and form a dynamic system. For example, a solid foundation in linguistic theory and the principles of second language acquisition (the cognitive component) provides the necessary basis for the formation of practical classroom skills, such as lesson planning and material design (the practical component). In particular, understanding the principles of communicative language teaching (cognitive) allows teachers to create interactive activities.

Facilitate meaningful interaction between students (practical). Successfully applying this theoretical knowledge in practice, in turn, strengthens motivation and forms a positive attitude towards the teaching profession (motivational-value component). In addition, the development of reflective practices, such as self-observation and peer feedback (reflective component), allows teachers to critically analyze their teaching experience, critically analyze their learning experience, and identify areas for improving their methodological approach. Continuously develop all aspects of their methodological competence [7].

Conclusion

Thus, summarizing the results of personal pedagogical experience and the data of the content analysis of scientific educational research, it can be concluded that the study of language teaching issues in modern higher vocational schools with specific goals is carried out within a number of main research areas - competence, technology, resources and content. The achievements clearly demonstrate the important role of foreign language learning in the process of training modern specialists and the didactic potential of the subject "foreign language" within the framework of the integrative model of higher vocational education. Nevertheless, there are still a number of important methodological and research issues.

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ЖЕКЕ ТҰЛҒАНЫ ДАМЫТУДЫҢ ТҰЖЫРЫМДАМАЛЫҚ МОДЕЛІ ЖӘНЕ БОЛАШАҚ ШЕТ ТІЛІ МҰГАЛІМДЕРІНІҢ КӘСІБІ ҚҰЗЫРЕТТІЛІГІ

Түйін

Бұл зерттеу шетел тілі мұғалімдерін жаһандану, мәдениеттер диалогы және өсіп келе жатқан мәдениаралық коммуникация қажеттілігі жағдайында даярлау мәселелеріне арналған. Қазіргі білім беру жүйесінде шетел тілі мұғалімі тек мәдениеттер медиаторы ғана емес, сонымен қатар окушыларды жаһандық қауымдастыққа кіріктіруге ықпал ететін құндылықтарды жеткізуші ретінде де қарастырылады. Бұл мамандарды даярлауда тар пәндік үлгіден болашақ мұғалімдердің тұлғалық қасиеттері мен кәсіби құзыреттерін дамытуға көшуді талап етеді. Осы мақалада қоғамның мұғалімнің құзыреттілігіне деген талаптары мен қазіргі білім беру тәжірибелері арасындағы, сондай-ақ жоғары деңгейдегі коммуникативтік дайындық қажеттілігі мен түлектердің жеткіліксіз тілдік құзыреттілігі арасындағы қайшылықтар айқындалып отыр. Болашақ мамандардың тұлғалық және кәсіби қалыптасуын жетілдіруге бағытталған тұжырымдамалық үлгі ұсынылады.

Кілттік сөздер: шетел тілі мұғалімі, жаһандану, кәсіби құзыреттілік, мәдениаралық коммуникация, мұғалімдерді даярлау.

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КОНЦЕПТУАЛЬНАЯ МОДЕЛЬ ЛИЧНОСТНОГО РАЗВИТИЯ И ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ УЧИТЕЛЕЙ ИНОСТРАННОГО ЯЗЫКА

Аннотация

Данное исследование посвящено вопросам подготовки будущих учителей иностранных языков в условиях глобализации, диалога культур и возрастающей потребности в межкультурной коммуникации. В современном образовании учитель иностранного языка рассматривается не только как медиатор культур, но и как носитель ценностей, способствующий интеграции обучающихся в мировое сообщество. Это требует перехода от узкотематической модели подготовки к формированию

личностных качеств и профессиональных компетенций, обеспечивающих активное участие в диалоге культур. В этой статье обозначены противоречия между требованиями общества к компетентности учителя и существующими образовательными практиками, а также между необходимостью высокого уровня коммуникативной подготовки и недостаточной языковой готовностью выпускников. Предлагается концептуальная модель, направленная на совершенствование личностного и профессионального становления будущих специалистов.

Ключевые слова: учитель иностранного языка, глобализация, профессиональная компетентность, межкультурная коммуникация, подготовка учителей.

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